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ABSTRACT

This consensus document includes 12 reports of career education counselors representing K-12 programs in diverse geographic areas and levels. Concerns, advice, and recommendations of experienced counselors stress the counselor as a pivotal person in career education. The monograph reviews U.S. Office of Education policy, and emphasizes the roles and functions of counselors as well as practical considerations for programs. (SBP)

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MONOGRAPHS ON CAREER EDUCATION

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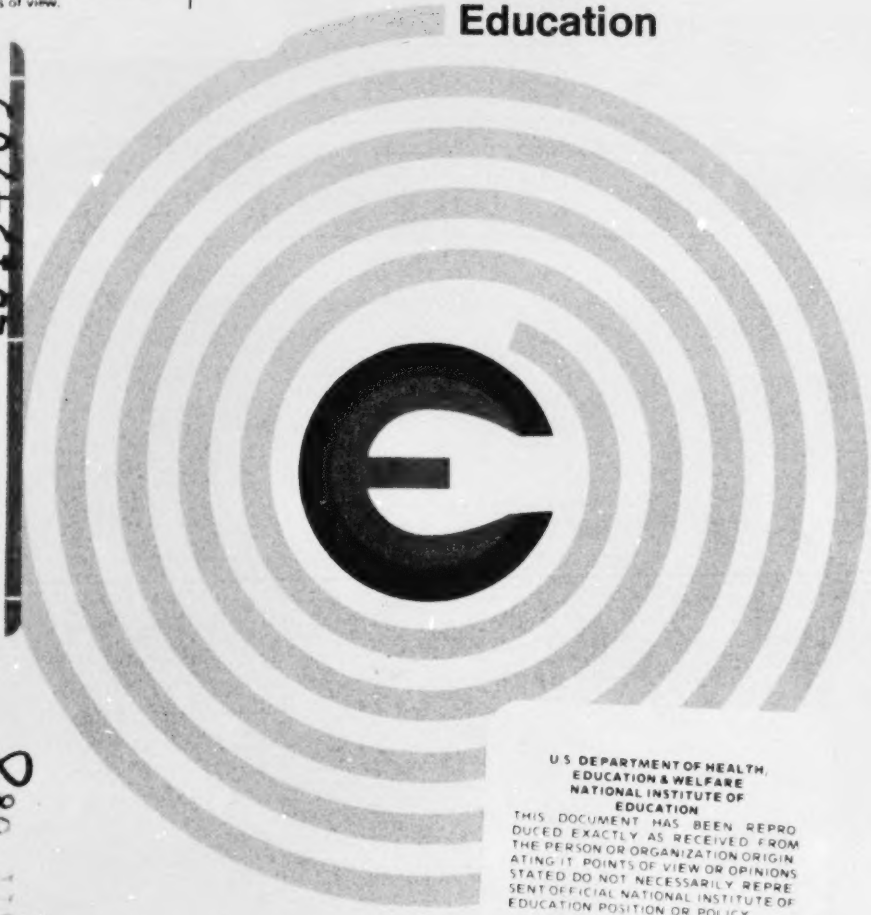
The School Counselor and Career Education



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MONOGRAPHS ON CAREER EDUCATION

THE SCHOOL COUNSELOR AND CAREER EDUCATION

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I. Introduction and Background

The U.S. Office of Education (OE) policy paper, *An Introduction to Career Education*, outlines a major role for counseling and guidance personnel in career education. Support for OE's emphasis on the importance of such personnel also appears in a policy statement, "Career Guidance: Role and Functions of Counseling and Personnel Practitioners in Career Education," adopted by the American Personnel and Guidance Association (APGA) Board of Directors during its meeting on December 12–14, 1974. Clearly, both OE and the major professional association in the counseling and guidance field agree that counseling and guidance personnel should be important "actors" in the career education movement.

The rhetoric of conceptualizers is at best only a rehearsal for the realities of actual practice. Operationally, the role and function of professional counselors in career education will be determined by those on the "firing line"—the practicing professional counselors of the Nation. In what ways are these professionals responding to the challenges to change posed by career education? What problems are they encountering as they attempt to participate in career education efforts? What roles and functions do they see as *possible* for school counselors to play in career education? What roles do they regard as *practical* for school counselors to assume? What kinds of new knowledge do they feel are needed for their effective performance in career education? This document provides a first attempt to answer such questions.

To those familiar with both career education and the counseling and guidance movement it should be obvious that the largest and most far-reaching changes in counselor role and function called for by career education will be found in postsecondary educational settings, in adult education, and in counseling services provided for out-of-school youth and adults. It will be equally obvious that, in terms of concrete actions taken to date and of present practice, the elementary and secondary schools are, by and large, "where the action is." Thus, this discussion is limited to reports of counselor involvement in career education at the K–12 level. A thoughtful discussion of the larger picture must be delayed, in terms of reported practices, until such time as career education has attained a higher level of maturity.

This document is largely limited to reports by 12 carefully selected counseling and guidance personnel who are currently involved in career education efforts in public elementary and secondary schools. They were selected by OE from a list of several hundred nominees to par-

ticipate in a 2-day consultative seminar on the topic "The School Counselor And Career Education" conducted at The Ohio State University during the fall of 1975.

Nominations had been solicited from State Coordinators of Career Education in State departments of education throughout the Nation and from a pool of approximately 250 local career education coordinators who served as participants in OE-sponsored career education "mini-conferences" held during the summer of 1974. Each nominator was asked to identify practicing school counselors who were doing an outstanding job in some current career education effort at the K–12 level. No attempt was made to select "typical" counselors.

The prime criterion for selection by OE was the amount of time spent, and the degree of involvement in, a counseling and guidance role in an on-going career education effort. From the nominees meeting this criterion, final selections were made in such a way as to guarantee that the group represented (a) all major sections of the United States, (b) all three levels—elementary, junior high, and senior high—of the public schools, (c) both men and women, (d) both minority and non-minority persons, and (e) urban, suburban, and rural settings.

School counselor involvement in career education will not be discussed here from the viewpoint of the current "national" picture. To provide such a picture would of course demand a careful survey of an adequate sample of the more than 50,000 school counselors now employed in the United States. If such a survey were to be conducted, probably many practicing counselors would be found doing little or nothing as participants in career education. It seems equally probable that many would be found doing even more than those whose activities are reported here. In the absence of hard data, only conjecture, based on professional judgments growing out of our experiences, can be made regarding the national picture. It is our judgment that, across the Nation, school counselors, as a group, are already much more involved in career education than most persons now recognize.

This document has been prepared, in part, as a means of sharing experiences with other counselors already engaged in career education. A second purpose is to stimulate professional thought and action among those practicing counselors who have not yet chosen to involve themselves in career education. A final purpose is to emphasize the critical and crucial role counselors can play in career education if they choose to do so.

II. The Participants: Who They Are and What They Do

No pretense is made that the 12 counselors whose experiences and recommendations are reported here are the "best" counselors in the

Nation. If, for example, the American School Counselor Association were asked to name the "best," other names would undoubtedly be presented. On the other hand, these 12 counselors are *experienced* in terms of their involvement in career education. When considered as a group, at least 36 years of school counselor involvement in career education are represented. Their pooled judgments and recommendations, based on this considerable amount of experience and involvement, should not be taken lightly.

We will attempt to provide a brief "thumbnail" sketch of these 12 persons in terms of who they are and what they do. Hopefully, other counselors will be able to use these descriptions to decide, in part, the degree to which they want to heed suggestions made.

Barbara Dwady is a "career development coordinator" working out of Grand Rapids, Michigan. In this role, she works with 144 counselors in 23 school districts in attempting to get each more involved in career education. At the time of our 2-day seminar she was in the process of preparing a document entitled "Guidelines for Counselors in Career Education" based on her experiences to date. Barbara feels very strongly that such a document must be "process" oriented rather than "product" oriented so that all counselors, if they choose to follow the process, can discover and develop a unique role in career education based on conditions existing at the building level where they are employed. She also feels very strongly that *career education, instead of being a "competitor" of career guidance, is more correctly viewed as a vehicle that will, at last, make career guidance work effectively.*

Cal Holloway carries the official title of "Placement Officer" for Oklahoma City, Oklahoma, Public Schools. He is responsible for operating the "Career Information and Placement Center" there—a central referral source for dropouts and potential dropouts from all high schools in Oklahoma City. In this capacity, he also serves as a consultant and as a supplier of local occupational information to "regular" counselors throughout the city. Job development is an important responsibility for him. So is providing direct counseling and placement assistance to school dropouts and to potential dropouts referred to him by teachers and counselors. Cal feels strongly that, while an operation like his will continue to be needed for out-of-school youth and adults, it is important that preparation of current counselors be upgraded and that appropriate information be provided them, so that, instead of simply referring students to him, they can better perform this function themselves in their buildings. *He sees job development, counseling, and placement as important roles for school counselors to play in career education.*

Mary Kosier serves as Supervisor, Career Development Program, for the Central Kansas Area Vocational School. This area vocational school

complex services approximately 70 local public school districts in the region. Mary works both on upgrading the competencies of counselors in these 70 schools in career development and on using these counselors as sources which enable her to identify classroom teachers actively engaged in career education. From the career development center she directs, materials for both counselor and teacher use are loaned to schools in the region. Mary is convinced that counselors both need and are receptive to upgrading in career development skills. She is also convinced that, *if counselors are to become involved in career education, they must be given a specific set of suggestions of "things to do"—a kind of "starter package" that will encourage them to become involved.*

Myrna MacDonald is a junior high school counselor in Carson City, Nevada, where she has been actively engaged in career education activities. She considers it very important to work with teachers in helping to ready students for field trip experiences. In Myrna's opinion the actual conduct of field trips and the preparation of local occupational information based on data collected during these trips is an important part of her role as counselor. As a junior high school counselor, she has participated with a home economics teacher, in team teaching a "mini-course" on career decisionmaking and also participates regularly in teaching a "career orientation" unit as part of an 8th grade course. Myrna reports that in Carson City senior high counselors are teaching a one-semester course using the "Life Career Development System" materials produced at the University of Michigan. *Myrna sees both responsibility for organizing and conducting field trips and working with teachers as important counselor functions in career education.*

Sue Hohenshil is currently a senior high school counselor in Radford, Virginia, a small community in southwest Virginia. Previously she had worked both as an elementary counselor and as a junior high counselor in their 3-year Part D career education project. At the junior high, she teaches a 6-week unit emphasizing values clarification and decisionmaking. Much of her time has been spent in working directly with teachers who are "inventing" career education activities for use in the classroom. *Sue feels it very important for counselors to coordinate the development of teacher-made career education learning activity packages in ways that effectively cover career education concepts without duplicating the same activity in classroom after classroom.*

Louise Bacle has served for several years as senior high school counselor in Monroe, Louisiana. There she has developed a special "Guidance, Counseling, and Placement Handbook" for use by all school personnel in Monroe's career education program. This is part of a "Career Education Handbook" to which Louise also contributed a set of suggested teacher activities in career education. As a counselor, she sees her primary roles to cover orientation, testing, counseling, and working with class-

room teachers in career education. She has also worked actively on developing and administering a "Student Needs Survey" in Monroe. *Louise feels strongly that teachers both need and will welcome counselor help in formulating "activity ideas" that teachers can use in career education.*

Marie Stratman is an elementary school counselor in Kodiak, Alaska. There she serves on the Career Education Steering Committee in her school district. She has found teachers very willing for her to assume responsibility for taking pupils, unaccompanied by the teachers, on field trips. She has also found that teachers appreciate her efforts to supply them with career information for use in teacher-made career education activities. Her ability to work effectively in career education is limited by the heavy social work responsibilities she must also assume. *Marie feels the situation in Kodiak will be improved when the system employs a full-time "Elementary School Career Education Coordinator" so that she, as a counselor, can better meet her total job responsibilities.*

Chuck McLean serves both as "Coordinator of Career Education" and as "Coordinator of Vocational Education" in Holyoke, Colorado—a small, rural community of 2,000 persons—even though his official job title is only that of "counselor." Teachers view him as a resource person for both career education ideas and materials. In the "one-person show" he operates, he also teaches one career related math course and coordinates the work experience program for senior high students. *Chuck feels strongly that there are many valuable resource persons in the community who could, and should, be deeply involved in the career guidance and counseling function. He also believes part of his responsibility, as a counselor, lies in finding and utilizing them.*

Bill Pitts is a junior high school counselor in the San Diego, California, Public Schools. As a counselor he has developed a comprehensive "Career Education Guide" that combines course content with career education concepts. He reports that teachers using this guide have found the suggested career education activities he "invented" to be exciting ways of helping pupils learn more subject matter. He regards an important part of his role to be motivating teachers to adopt career education activities in the classroom. *Bill believes that "career centers" containing information for use by both teachers and pupils should be established in each school and that, for part of each day, counselors should leave their counseling offices to work in the career center.*

Barbara Churchill's official title is "Career Resource Specialist" in the senior high school of Attleboro, Massachusetts. Officially, she is called a "paraprofessional," but her activities include serving as a referral source for both counselors and teachers, working with teachers in building career education activities, and working with employers in finding jobs for students in the work experience program. In Attleboro one counselor

is assigned to each "Department Chairperson" with responsibility for helping teachers in the departments to include development of career exploration activities in their regular teaching. (It has seemed to work best when teachers consider such activities as things students do "on their own" *after school.*) Each of the nine "regular" counselors in Attleboro has a "specialty" in some area. When Barbara becomes a fully certificated counselor, she hopes her specialty will be called "career education." *Barbara believes the real power rests with the department chairpersons who, in the long run, will determine the extent to which and the ways in which counselors will be allowed and/or encouraged to work directly with teachers in career education.*

Nannell Grube carries the official title of "Career Education Counselor" in the Anne Arundel County Schools serving Annapolis, Maryland, and the county within which Annapolis is located. Her primary responsibility is to move toward greater counselor involvement in career education under a system in which career education is seen as "teacher-oriented." She considers it very important for counselors to provide teachers with career materials, to serve as role models for teachers interested in values clarification and decisionmaking, and to provide teachers inservice education in group process. *Nannell feels strongly that counselors should participate with teachers in the teaching/learning process—and that the "teacher-advisor" system in each school be coordinated by a professional school counselor.*

Bob DeVault serves as "Chairperson, Student Personnel Services," in the Winston-Salem, North Carolina, Public School system. Counselors there have been deeply involved in career education since 1971 when they were included in the Winston-Salem career education policy statement. Because of their deep involvement in career education, Winston-Salem schools have added 12 elementary school counselors in the last 4 years. Bob feels substantial progress has been made through career education in helping counselors move away from an exclusive emphasis on serving college-bound students. *He considers it vitally important that, as counselors are placed in the new "Career Education Center" to be opened in 1976, the "home" counselors continue their active participation in career education.*

These, then, are the 12 persons whose thoughts are expressed in the remainder of this monograph. Each made extremely valuable contributions to the intensive discussion sessions occurring during the 2 days they were together. Sometimes they seemed to be in almost total agreement while, at other times, they argued violently with each other. What follows represents, to the greatest possible extent, a consensus point of view as it seemed to be expressed during the meetings. NONE OF THESE COUNSELORS SHOULD BE HELD ACCOUNTABLE FOR DEFENDING ANY OF THE GENERALIZATIONS THAT FOLLOW.

Each agreed with some and disagreed with others. What follows, then, is written largely as a consensus document. Names of individual counselors are used primarily as illustrations of practices and problems, not as "defenders" of statements made.

III. Role and Function of School Counselors in Career Education

Overview of Possible Counselor Roles in Career Education

In this section, general summaries of possible counselor roles and functions in career education will be made from three potentially different and distinct points of view. First, this role, as expressed in official OE policy will be specified. Second, a summary of counselor role and function in career education, as expressed by the American Personnel and Guidance Association—the major professional voice of the personnel and guidance movement—will be stated. Finally, a collection of possible counselor roles in career education, as envisioned by school counselors now actively engaged in career education efforts, will be presented in outline form. Following this, there will be a brief discussion of similarities and differences in these three points of view.

United States Office of Education. The official OE policy paper, *An Introduction to Career Education*, lists counseling and guidance personnel as one of five major kinds of functionaries in a comprehensive career education effort. On page 9, under a general heading entitled "Career Education Tasks: Initial Implementation," the following roles and functions are listed for counseling and guidance personnel:

1. Help classroom teachers implement career education in the classroom.
2. Serve, usually with other educational personnel, as liaison between the school and the business-industry-labor community.
3. Serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.
4. Help students in the total career development process, including the making and implementation of career decisions.
5. Participate in part-time and full-time job placement programs and in followup studies of former students.

Obviously, OE has chosen to describe counselor role and function in very broad terms. This is consistent with general OE policy to leave the greatest possible leeway for local variation consistent with general policy guidelines.

American Personnel and Guidance Association. At its December 12–14, 1974, Board of Directors meeting, APGA adopted a comprehensive policy statement entitled "Career Guidance: Role and Functions of Counseling and Guidance Practitioners in Career Education." The following brief summary of both leadership and participatory functions for counselors in career education has been extracted from the policy statement:

Leadership Functions

1. Provide leadership in the identification and programmatic implementation of individual career development tasks.
2. Provide leadership in the identification, classification and use of self, educational and occupational information.
3. Provide leadership in the assimilation and application of career decisionmaking methods and materials.
4. Provide leadership in eliminating the influence of both racism and sexism as cultural restrictors of opportunities available to minority persons and to females.
5. Provide leadership in expanding the variety and appropriateness of assessment devices and procedures required for sound personal, educational and occupational decision making.
6. Provide leadership in emphasizing the importance and carrying out the functions of career counseling.

Participatory Functions

1. Serving as liaison between the educational and community resource groups.
2. Conducting career guidance needs assessment surveys.
3. Conducting follow-up, follow-through and job adjustment activities.
4. Organizing and operating part-time and full-time educational, occupational and job placement programs.
5. Participating in curriculum revision.
6. Participating in efforts to involve the home and family in career education.
7. Participating in efforts to monitor and assess operations and communicating the results of those activities to other practitioners and clientele, as appropriate.

Following this listing, the APGA policy statement closes with a strong set of implications for change in the counseling and guidance movement related to career education and with equally strong statements of support for career education as a total effort.

School Counselors Now Participating in Career Education. During the OE sponsored seminar on "School Counselors and Career Education"

held at the Ohio State University during the fall of 1975, the 12 experienced counselors who served as seminar members "brainstormed" a number of ideas related to possible counselor roles and functions in career education. The listing they produced has been organized under a number of descriptive categories, as follows:

Teaching Functions Possible for Counselors in Career Education

1. Teach self-awareness and socialization skills.
2. Teach career decisionmaking and values clarification.
3. Teach students job getting, job holding, and job seeking skills.

Working With Teachers in Career Education

1. Assist teachers in relating subjects to careers.
2. Help teachers in career awareness activities in classes.
3. Provide and disseminate career education materials to teachers—along with counselor evaluation of the materials.
4. Invent and provide teachers with lists of creative career education activities they can try out in classes.
5. Construct homemade career education materials (film strips, slide tape presentations, etc.) for teacher use in classes.
6. Serve as role models and inservice trainers of teachers who are interested in teaching decision making and values clarification.
7. Provide inservice education to teachers who want to use group process.
8. Build and provide teachers a resource person list for use as persons to be invited to classrooms.
9. Stimulate interaction between academic and vocational teachers.

Leadership Functions in Career Education

1. Assist in coordination and implementation of career education.
2. Get principal to approve a counselor career education role plan for the year.
3. Assist administrators in understanding career education concepts.
4. Explain career education to parents—and to the broader community.
5. Manage the scope and sequence aspects of career education.
6. Identify teachers ready for and amenable to career education inservice training.
7. Organize and manage a "teacher-advisor" system for career education.

Counselor Role in Career Education Curriculum Development

1. Serve on total curriculum committee for the school.
2. Serve on departmental curriculum committees (to represent student needs).
3. Reflect student needs to all curriculum planners.

Counselor Role in Evaluation of Career Education

1. Collect self-report data (students, teachers, administrators).
2. Keep *process* records of counselor involvement in career education.
3. Participate in development of career education evaluation instruments and/or their selection from other sources.
4. Interpret career education evaluation findings.
5. Follow through with recommendations based on evaluation results.

Working Directly With Students in Career Education (other than teaching)

1. Design and implement a work exploration program.
2. Place students in part-time work (paid and unpaid) while they are in high school.
3. Assist students in educational planning.
4. Serve as coordinator and implementer of career education field trips.
5. Conduct student needs assessments for career education.
6. Administer student tests (aptitude, interest, values) needed in career education.
7. Establish and operate career education resource centers (for use by both students and by teachers).

When the three lists of possible school counselor roles and functions in career education are compared, their similarities are much more apparent than their differences. As might be expected, the group of experienced counselors, who have been actively involved in career education, formulated the longest and most comprehensive list. Their omission of "counseling" as a possible role was due simply to the fact that they were attempting to specify new and/or additional roles for counselors in career education. It was in no way a rejection of such a role. All three lists had, in common, strong statements concerning a need for counselors to work closely with classroom teachers in career education. The "practitioner" list, unlike the other two, did not specify counselor involvement with the home and family structure as a major role. The emphasis practitioners gave to counselor involvement in evaluation of career education, as well as direct counselor involvement in teaching, is not clearly apparent in either the OE or the APGA list of counselor roles.

At this point, it seems appropriate to identify and to concentrate on reporting practitioner views on major kinds of roles and functions which, to them, are appropriate for counselors to play in career education. The discussion which follows is limited to the kinds of roles and functions in which substantial agreement is obviously present among the OE list, the APGA list, and the practitioners' list

Major School Counselor Roles in Career Education

We will attempt to identify and discuss major, key roles for school counselors in career education as seen by practitioners themselves. Before doing so, it is essential to point out that all of the practitioners who contributed to this discussion were extremely knowledgeable about career education. No counselor could otherwise be expected to perform the roles to be discussed here. (The need for upgrading counselor knowledge and skills in career education will be discussed in a later section.)

Providing Professional Leadership for Career Education. Counselors experienced in career education do not hesitate to acknowledge that they must play a leadership role. At the same time, they seem to reject a connotation that, at the building level, they should be perceived as the "Coordinator of Career Education." Instead, they much prefer to think of themselves as the "orchestrators" of career education at this level.

The difference between being perceived as a "coordinator," as opposed to an "orchestrator," is important to counselor practitioners in career education. In general, it is the difference between one who has the "power of position" as opposed to one who has the "power of persuasion." Experienced counselors generally agree that the "power of position," at the building level, cannot and should not be taken from the principal. They believe that effective implementation of career education will at times demand that teachers be actively encouraged—including being rewarded—for infusing a career education emphasis into the teaching/learning process. Counselors see meaningful teacher "rewards" coming much more often and much more easily if the building principal is responsible for operating the reward system.

While counselors generally agreed that no one—including the building principal—can effectively implement career education through "ordering" teachers to participate, they also agreed that positive encouragement of building principals is a powerful and needed force in effective implementation of career education. Counselors like to think of themselves as "teachers of teachers" for career education and as "helpers of teachers" in career education, but they resist a view that asks them to be the teacher's "boss." This, they believe, is a role that must be taken by the building principal.

Given this general view, what specific leadership roles do counselors who are experienced in career education believe the counselor should assume? First, there seems general consensus that the counselor should be concerned about scope and sequence problems in career education. Specifically, counselors are concerned that *some* scope and sequence plan be operating and that the plan itself be consistent with what is known about the psychology of career development. It is important that career

awareness and exploration, rather than making "final" occupational choices, be emphasized at the K–12 levels.

Equally important, those counselors who work on a regular basis with teachers in career education have multiple opportunities to discover, and so to avoid, unnecessary overlap and duplication in career education activities as well as in the use of specific career education materials. As an example, Sue Hohenshil, counselor in Radford, Virginia, found several senior high teachers who had duplicated and were using the same career education materials on "consumerism" with the same students. Because counselors dedicated to career education may find themselves in more classrooms more often than any other staff member in the school, this is a natural leadership role to be played.

A second important and very natural career education leadership role for counselors lies in the identification and encouragement of teachers amenable to infusing career education concepts and approaches into the teaching/learning process. Experienced counselors seemed to be in general agreement with the "15–70–15" principle as an operational practical reality in most schools. That principle holds that, among a given teaching faculty, about 15 percent of teachers, once a valid new idea is introduced, will find ways of incorporating it into their classrooms. A second 15 percent will ignore the new idea, but the remaining 70 percent will be susceptible to change given the proper role models and encouragement. Counselors now working in career education seem to agree that they can perform a valuable leadership function through encouraging the "turned on" 15 percent to share their ideas and enthusiasm with the 70 percent of "possible converts." They also seem to feel they are in a good position to identify teachers in accordance with the "15–70–15" principle.

A third major leadership role that counselors can play in career education centers around using counselor background and expertise to conduct student needs assessments, identify appropriate evaluation measures, and assist in conducting and interpreting results of evaluations of effectiveness for career education. By and large, counselors have both more interest and more professional background in student appraisal procedures and in evaluation than do most other faculty members. By using such expertise for these purposes, experienced counselors seem to agree that they can provide a leadership role helpful in keeping the entire career education effort squarely centered around student needs.

Finally, a fourth very important leadership role in career education, at least for senior high school counselors, is found in those schools now using or contemplating use of the "teacher-advisor" system as part of their total career education effort. This is a movement, not yet widely reported in the literature, but one increasingly brought up by practicing school counselors. Under various arrangements, the "teacher-advisor"

system calls for selected teachers (usually at least one from each major department) to be assigned as "teacher-advisors" to students for at least one period a day. Their major function, as reported by career education practitioners, is to help students consider career options growing out of specialization in a given subject matter. The "teacher-advisor" serves, in effect, as a career counselor for students interested in careers related to particular subjects.

Given teachers with the right background, knowledge, interest, and commitments, the "teacher-advisor" idea makes very good sense in career education. The "trick," of course, is to make sure teachers possess such competencies. This is where an important leadership role for the experienced counselor becomes very obvious. That role, essentially, consists of providing "teacher-advisors" with appropriate information as well as inservice training. It may also, as in Anne Arundel County, Maryland, include organization of topics for group sessions that "teacher-advisors" hold with students. Unfortunately, the "teacher-advisor" system in some schools has already been established independent of counselors in the school. With proper counselor leadership it should be possible to avoid this.

Helping Teachers in Career Education. Almost without exception, experienced school counselors working in career education feel that counselor-teacher relationships have improved because of the ways they have found to work with teachers as part of the collaborative career education effort. They seem to be in equally strong agreement that, if this kind of change in counselor role is to take place, it will probably be initiated by counselors, not by teachers. While roles to be played here will be thought of by some as "leadership" roles, they are discussed separately for two major reasons. First, they seem, by and large, to be most effective if done on a "sharing" rather than on a "showing" or "telling" basis. Second, these roles seem to be most effectively performed on a one-to-one relationship between counselor and teacher, not as a total group impact. The discussion here will be limited to actual roles in this category reported in use now by experienced school counselors working in career education.

First, and apparently of great importance to practicing counselors, these counselors see themselves as sources and suppliers of innovative and creative ideas to teachers seeking to infuse a career education emphasis into the total teaching/learning process. A good example is provided by Louise Bacle, a senior high counselor in Monroe, Louisiana, who "invented" a number of possible career education activities teachers could try out in the classroom. Louise found teachers appreciative and enthusiastic recipients of her ideas. Bill Pitts, a junior high school counselor in San Diego, California, reports similar teacher receptivity to

ideas he generated for them. In identifying this role as important and appropriate for them to play, the counselors are in no way saying that *no* teacher is capable of "inventing" such ideas for himself/herself. On the contrary, many of the innovative ideas counselors have put into teacher manuals are ones they have seen creative teachers using. They are simply saying two things which, to those working at the K–12 level should not be surprising: (a) a *majority* of teachers, while capable of "inventing" career education activities for themselves, seem to need some "starter ideas" at the beginning, and (b) the counselor, because she/he works with many teachers, is a natural communication link among teachers who may have few opportunities for this kind of exchange during the school day when everyone is busy.

A second major way counselors see themselves as being helpful to teachers in career education is through serving, either alone or with the teacher, in actual classes conducted at the school. Anne Arundel County, Maryland, affords one good example of this kind of role. Using materials taken from the "Career Guidance Through Groups" program (Houston, Texas—Ms. Carol Ramirez), a class there is shown a series of 47 slides representing operations of a company. The class is divided into two groups with the teacher taking half the students and the counselor the other half. Both the teacher and the counselor play a facilitator role while students "solve" various personnel problems of the company.

A second example is in operation in Winston-Salem, North Carolina, where 8th grade teachers are giving a course entitled "Occupational Surveys." Bob DeVault, counselor in Winston-Salem, reports that the teachers would welcome counselor assistance in giving the course.

Counselors find this kind of role particularly appropriate for themselves when such topics as values clarification or decisionmaking are introduced as part of the teacher's attempts to infuse career education concepts into the curriculum. This is done in a variety of ways. For example, Myrna MacDonald, a junior high counselor in Carson City, Nevada, has taught decisionmaking in a team-teaching arrangement with a home economics teacher. On the other hand, in Radford, Virginia, Sue Hohenshil, as the counselor, herself taught units on both values clarification and decisionmaking while teachers taught other units to the same students at different times of the year. The team teaching approach seems particularly positive in that it obviously gives the counselor an opportunity to serve as a role model for the teacher as well as a way of helping many teachers become competent in teaching such topics themselves.

A third major, and closely related, role counselors see for themselves as "helpers of teachers" is that of supplying teachers with career education materials and information along with evaluation of their use and

usefulness. These include, among other things, materials for use in teaching values clarification and decisionmaking. They also include materials on careers which teachers can use in relating career information to subject matter. Marie Stratman, elementary counselor in Kodiak, Alaska, produced a series of slide tape presentations which are available to teachers in her school as part of their career awareness emphasis. Barbara Churchill, Career Resource Specialist in Attleboro, Massachusetts, provides the audiovisual material used by 9th grade teachers responsible for the career exploration program in her school. As the person in the school who supposedly knows the most about careers and about the career decisionmaking process, this is certainly a natural, and should not be a difficult, role for counselors to play.

Fourth, experienced counselors view themselves as helpful to teachers in serving as a source of names of potential resource persons from the business-labor-industry community who are willing to come into the classroom and discuss their careers with students. This role can be played, of course, most appropriately when counselors are put into systematic contact with members of that community. A good example of how this has been accomplished is the counselor inservice program coordinated by Mary Kosier, Central Kansas Area Vocational School, Newton, Kansas. Under this program, counselors interview a number of employers and then share with each other the results of their efforts. Some of these efforts involve joint seminars where employers and counselors discuss problems of youth transition from school to work. Certainly, counselors who have participated in such programs should be well qualified to play this role.

A fifth way experienced counselors see themselves as being helpful to teachers in career education is through stimulating interaction between academic and vocational education teachers at the senior high school level. Career education seeks no fusion of these two kinds of program offerings, but it does seek a fusion of *purpose* in encouraging both academic and vocational education teachers to emphasize education, as preparation for both paid *and* unpaid work. By emphasizing this commonality of purpose, counselors can be effective facilitators of cooperative efforts between vocational education and academic teachers. Also, through emphasizing both the need for job specific *and* for adaptability skills, they can help both kinds of teachers better understand and appreciate the contributions each makes in emphasizing education as preparation for work. This kind of "bridging the gap" role is sometimes, but not often, mentioned by counselors currently active in career education. While potentially one of the most obvious and most needed ways in which counselors could interact with teachers, this role appears to still rest in the thoughts of the theorists more than in the actions of practitioners.

Working Directly With Students in Career Education. We have found no counselors serving as experienced professionals in career education who do not feel they have important contributions to make in their direct work with students. Following are four of the most common ways in which counselors are currently performing this role.

First, and most important as well as most obvious, is direct counseling with students. The career education literature is replete with examples of practices in the areas of career awareness, career exploration, values clarification, and career decisionmaking. If these functions, performed by a wide variety of persons, are to take place beginning early in the elementary school and continuing throughout public education, students will logically be expected to use at some time the skills and knowledge they have acquired in making career decisions. When they do, whether their decisions are tentative or more specifically action oriented, they will have great need for high quality, professional counseling. While, to be sure, career education calls for the involvement of many types of persons in the career guidance process, none can or should take the place of the professional counselor when it comes to counseling per se. One of the potential dangers of counselor involvement in comprehensive career education efforts is that the involvement may cut into the time required for performing the professional counseling function. This simply must not be allowed to happen and, certainly, professional counselors are capable of seeing to it that it does not.

A second counselor function frequently mentioned by experienced counselors involves direct teaching of students, either in the form of specific units or, at times, in the form of specific courses assigned to counselors. Sometimes, this has been built into the organizational framework for career education and simply assigned as a required counselor role. A good example was reported by Mary Lou Gentry, Las Vegas, Nevada, who has been responsible for producing a series of films for student use at the junior and senior high school level. Under this system, counselors are assigned to specific classes to show the films and to lead discussions afterwards. As most persons now recognize, conceptualizers of career education are in fairly high agreement that "career education" should be infused into existing courses, not added as a new course in the curriculum. This does not mean, of course, that "career education" units cannot be a part of existing courses or that "career education" lessons cannot occur frequently in all kinds of courses. Counselors experienced in career education report that they are frequently expected to teach such "units" or "lessons." By and large they do not seem to object.

Third, some counselors working in career education report themselves actively engaged in job placement involving both part-time work experience activities and full-time job placement for students leaving

the secondary school. One such counselor is Cal Holloway who, in the Oklahoma City Public Schools, carries the title "Placement Officer." Cal reports that while other counselors in the system often refer students to him who are in need of part-time or full-time jobs, he is moving toward helping all senior high school counselors in the system accept some responsibility for performing this role. Another such counselor is Chuck McLean, Counselor, Holyoke, Colorado. In this small rural Colorado community Chuck sees both part-time and full-time job placement as important counselor roles in career education. The extent to which counselors, in general, will be asked to accept such responsibilities will depend heavily on the stance vocational educators in the school system take and, in addition, on whether the school system employs "work experience coordinators" in addition to "counselors." At present there are apparently few "work experience coordinators" who do not function to some extent as "counselors," but there are many "counselors" who apparently do not see themselves as "work experience coordinators." If counselors experienced in career education are right, this will increasingly become a role counselors are asked to play.

Fourth, and finally, several counselors experienced in career education report themselves deeply involved in field trip experiences for students. Some (for example, Marie Stratman, Kodiak, Alaska, and Myrna MacDonald, Carson City, Nevada) report that teachers appear very happy to turn over to counselors responsibility for organizing and conducting field trips in the business-labor-industry community. Most experienced counselors working in career education are against this becoming a common pattern. Few object to participating, along with teachers, in organizing and making student field trips. After all, it is a valuable way for a counselor to make contacts with the broader community, to build a list of resource persons for career guidance, and to observe students as they participate in career awareness and career exploration activities. At the same time, experienced counselors feel strongly that classroom teachers, in addition to counselors, need this kind of exposure to the business-labor-industry community. They see this as a *participatory*, but not as an *exclusive*, function of the counselor. In this, their feelings are consistent with both the OE and the APGA policy papers on career education referred to earlier.

IV. Practical Problems Facing Counselors in Career Education

The philosophical and conceptual literature of career education is loaded with concerns and controversies regarding career education—its nature, purposes, scope, and probable consequences. Specific problems facing practitioners differ in many ways from the generalized problems

facing philosophers. In the long run, unless the practical problems facing practitioners are solved, the cerebrations of the philosophers will matter little. What follows, therefore, will be an attempt to specify and discuss the most common problems raised by experienced counselors now actively engaged in career education. It is time such problems found their way into the literature.

1. The Problem of Getting In. Experienced counselors regard this as a major problem for counselors across the Nation today. The general nature of the problem comes into focus if we ask the question, "If a career education effort has been started and now operates primarily on the basis of infusion into classrooms, how can the school counselor come along later and assume a leadership role?" The problem also emerges clearly when we ask, "How can the crucial importance of the counselor in career education be recognized in career education efforts which, to date, have not assumed that career education would cause counselors, as well as teachers, to change?"

More than one experienced counselor now actively engaged in career education has reported that, at some point after a career education effort had been initiated for classroom teachers, the counselor has gone to teachers and offered to help them infuse career education into their classroom activities. The response of many teachers has been in effect, "Who needs you now? I'm doing just fine without your help." The truth is, *some* teachers are! This does not mean, of course, that many other teachers could not, or would not, benefit from counselor assistance. It simply means that a proper role identification function for the counselor may be more difficult to put into practice than to state in philosophical terms.

To understand the problem fully, several historical matters must be brought out into the open. First, initial career education efforts were heavily influenced by Federal vocational education funds. This meant that vocational educators in many communities assumed major leadership roles in career education program development. Many such educators, while not ignoring school counselors, assumed that their major efforts to accomplish change must be directed toward classroom teachers. It was almost as though it was assumed that academic teachers, not counselors or vocational educators, were the ones that had to change if career education was to be successful. This, obviously, is not true and represented an error in strategy that many school systems must now overcome.

Second, many school counselors contributed to this strategic error by assuming, either implicitly or explicitly, that career education represented nothing more than an extension of career development, in which, as counselors, they had been involved all along. In other words, like

many vocational educators they assumed that only academic teachers had to change.

Third, as a result, many school systems placed the major emphasis on inservice education in career education on academic teachers. True, school counselors were often included in such inservice activities, but the primary emphasis was on helping teachers, not counselors, change. Worse yet, in school after school, when intensive discussions were held concerning the nature and implications of career education, *only* classroom teachers were involved. For this reason teachers, in many schools across the country, are today more knowledgeable about career education than are counselors. At least, *some* teachers are—which, of course, is a very significant point to keep in mind.

To overcome this problem, counselors experienced in career education have three major recommendations to make to other counselors who have now decided they want to play an active leadership role in this effort. In simple form, these recommendations include: (a) study career education concepts in sufficient detail to understand how, and in what ways, they represent more than a simple extension of career development concepts, (b) recognize that career education calls for changes in counselor role and function as well as changes in teachers; don't be afraid to recognize and act on this, and (c) take the initiative yourself in working with teachers in career education. In doing so, learn from that minority of teachers in your school system who are already "turned on" and operating in career education. Use what you learn from them in your efforts to "turn on" other teachers in your school.

Undoubtedly, many school counselors will feel that both mention of this problem and the suggested solutions have been stated in such a way that they imply unfair criticism of today's counselors. No such criticism is intended. Rather, we are simply saying that this *is* a problem that exists, and one that must be faced if counselors are to assume the kind of key role in career education that we hope each will play.

2. The Counselor as a Teacher. Counselors experienced in career education report, almost without exception, that they frequently find themselves in classrooms actively interacting with students in the teaching/learning process. Sometimes this involves team teaching with a classroom teacher. At other times, it involves teaching only one lesson, or one series of lessons, within a unit or a course. At still other times, it involves assigning counselors as *the* teacher of a particular course. The problem, of course, is this: How can counselors be effective role models for both teachers and students as they perform the teaching function?

This problem, as reported by experienced counselors, is complicated by a conscious return by many of today's public school teachers to an emphasis on quality of instruction. While obviously not yet recognized

by many members of the general public, there has been in recent years a real and important resurgence of effort by classroom teachers to improve the quality of instruction. Teachers are increasingly concerned about such matters as lesson objectives, activities, the use of resource persons and materials, and the evaluation of student outcomes from instruction. Counselors who offer to teach one or more class periods while the regular teacher is in the room must be aware of and able to effectively deal with this resurgence of teacher interest in the quality of the teaching/learning process.

The problem of quality in the teaching/learning process is obviously much more complicated than the substantive content to be taught. The problem deals with the whole question of how that content is organized, presented, and made meaningful—and how it is assimilated by students. It is not enough to point out, for example, that the counselor knows more about values clarification or decisionmaking than the teacher. Simply "knowing more" in no way justifies replacement of the teacher by the counselor in interacting with students in the classroom. Unless the counselor can present the substantive content in ways consistent with the teacher's standards of excellence, the final effect may be more negative than positive. Many have said it is justifiable for school counselors to teach substantive content now in order that they may serve as role models for teachers who will continue, later on, to teach the same material without the counselor's physical presence. To be a good role model for teachers in such situations, it is imperative that the counselor be a good teacher.

Many counselors will be understandably worried about this problem because of trends in counselor certification over the last 20 years. During this period, the trend has been away from emphasizing the importance of teacher education and teaching experience for counselors. In some States, the former requirement that counselors possess both a teaching certificate and demonstrated successful teaching experience has been completely removed from counselor certification requirements. Reasons for this trend, while both laudatory and logical in certain respects, in others run counter to the ways in which school counselors are now being asked to become involved in career education.

Counselors experienced in career education are recommending to other counselors that this problem be recognized and squarely faced. They suggest that, when counselors either volunteer or are asked to perform in a classroom, they spend considerable time with the regular teacher in preparing for the counselor's appearance. The counselor should not use an approach inconsistent with the teacher's. There is nothing wrong—and a great deal right—about recognizing the teacher as a consultant to the counselor as well as recognizing the counselor as

a consultant to the teacher. Both have much to learn from each other if career education is to be effective for students.

3. The "Self" Versus "Careers" Dilemma. One very popular conceptual model for career education pictures the major dimensions of career education represented by two words—"self" and "careers." Experienced counselors, who have participated in career education efforts with this model in use, have pointed to a potential problem that some school counselors will tend to regard "self" as their major emphasis while leaving "careers" to others. This is a "cop out." Once again, if the problem is to be solved, we must be willing to go through the painful process of looking at factors which have created it.

One such factor is the trend in recent years to insert a psychological emphasis into counselor education programs and to play down, in effect, the career guidance function as part of counselor education. This trend is today hopefully reversed, but it has existed for several years, and many of today's counselors are products of counselor education programs having this emphasis. These counselors must recognize that they have been given a deficient educational background. There is no way a counselor can become involved as a *collaborative* member of a career education team if all the counselor can do is *cooperate* by supplying expertise in only one part of the career education equation.

A second factor has been the unwillingness, or inability, of many school counselors to recognize the profound implications for student appraisal procedures and for increasing student self-understanding that the action orientation of career education holds, with its emphasis on the humanistic aspects of "work." The emphasis which career education brings to helping students discover both *who* and *why* they are in terms of what they have been and what they can *accomplish* is consistent with, not contradictory to, much of the psychological education that many of today's counselors have received. True, this psychological education does require some translation into practical career education terms, but it does *not* involve a need to acquire a completely different set of understandings.

Third, it is essential that school counselors recognize that the word "career" in the term "career education" includes unpaid work as well as the entire world of paid employment. As such, it includes an emphasis on lifelong learning, on volunteerism, on the wise and productive use of leisure time, and on social and occupational problems associated with the racism and sexism in our society. The counselor who seeks to avoid becoming involved with the "career" part of "career education" because he/she thinks it has only to do with the world of paid employment has missed a central part of the meaning of career education.

Counselors experienced in career education appear unanimous in their plea for other counselors to embrace both the "self" *and* the "careers" dimensions of career education in ways that will make clear to all that they must fit together rather than be regarded as separate and distinct entities. To do so will of course demand that many school counselors learn much more both about career education and about work—paid and unpaid—than many now do.

4. Clerks or Consultants? Many counselors now involved in career education have reported themselves very active in supplying teachers with career information, with identifying and recruiting resource persons from the broader community to serve in career education, and with participating in organizing and conducting student field trips as part of the career education effort. The practical problem they face is whether, as they do these things, they are functioning as clerical, subprofessional personnel, or as professional consultants to career education. It certainly will be no favor to either counselors or career education if a different kind of clerical activity is substituted for the clerical record keeping function now expected of many of today's counselors.

Experienced counselors have many suggestions for solving this problem in ways that will emphasize the counselor as a consultant, not as a clerk. One suggestion is to include, whenever career information is transmitted from counselor to teacher, an evaluation of its worth, along with suggestions on how to use it properly. If the material is designed to convey "national" pictures, cautions regarding its local applicability are in order. If, on the other hand, the material has been locally generated through counselor effort, an interpretation of both its positive and the negative aspects should be included.

Many classroom teachers need much more than the name of a career field, or a listing of occupations contained within that field, if they are to successfully infuse career material into their lesson plans. Counselors can, and should, help teachers understand careers—and their possible relationship to subject matter—in ways that go beyond the material itself. This kind of "bridging" function is one that, if performed well, will make it clear that the counselor is more than a "transmitter of information."

The "field trip problem" is one which, unless recognized and acted upon, could become very serious indeed. Apparently, many teachers have been inclined to encourage counselors to assume responsibility, not only for organizing field trips, but also in actually taking students on them. In doing so, they have used, as a rationale, the contention that the counselor can do this because she/he "doesn't have classes to teach." This problem, of course, is not too difficult to solve in those situations where an entire class is to be involved in a field trip. In such instances,

the teacher doesn't have a class to teach that period because her class is involved in the field trip. By trying to arrange such field trips in ways that also allow the teacher to use a preparation period, it is often possible for teachers, as well as counselors, to accompany students. Many, many advantages for career education occur if the classroom teacher participates in the field trip—not the least of which is the new knowledge and additional motivation accruing to the teacher. Some counselors have found it desirable to teach the teacher's "next period class" so that the teacher can be present for the entire field trip.

A different problem arises in the increasingly popular career education practice wherein only a small group of students from a given class go on a field trip. In such situations, the teacher obviously cannot accompany those students and leave the rest of the class sitting by themselves. Experienced counselors recommend that in this instance paraprofessional personnel and parents may make valuable contributions. Of course, the counselor will often be present, but it seems unwise to make her/his presence on such field trips mandatory. The counselor's time is better spent in preliminary and follow-up activities with both teachers and members of the business-labor-industry community.

The prime recommendation counselors experienced in career education have for other counselors is that they: (a) never provide information to teachers without some offer to explain and/or interpret such information, (b) agree to participate in field trips, but refuse to take total responsibility for them, and (c) continue to seek ways to be useful without being "used" to perform functions that could be done as well or better by clerical or support personnel.

5. The Career Education Resource Center. As career education efforts move toward maturity, it is becoming increasingly obvious that it will be impractical to place either full-time career education coordinators or career education resource centers in a school system at the building level. Yet, both are needed for a truly quality career education effort in the total community. As a result, the notion of a career education coordinator for the school system is becoming more popular. So, too, is the concept of providing, somewhere within the community, a career education resource center designed to serve both currently enrolled students and out-of-school youth and adults. Such centers typically include, as staff members, professional specialists in career guidance, counseling, placement, and follow-up.

Now coming into sharper focus is the problem concerning ways in which today's school counselors work with professional guidance personnel in such centers—including the extent to which such personnel should be seen as a rationale for today's counselors to avoid the difficult task of restructuring their duties to include a substantial emphasis on career guidance.

Obviously, a central system-wide career education resource center could operate in either of the following ways: (a) as a central physical facility to which students from throughout the school system are sent when in need of career guidance and counseling, or (b) as a central clearinghouse serving each school in the system, *but* with the basic career guidance function being decentralized in each school. Counselors experienced in career education recommend (b) over (a).

The most obvious reason for their recommendation is that students cannot be "dissected" in terms of career guidance problems vis-à-vis other kinds of problems. A second reason for their recommendation is that to follow alternative (a) would, in effect, give today's counselors an excuse for refusing to change their behavior; with the degree of criticism now being directed toward counselors, this certainly does not seem desirable. A third reason is a belief that, if today's counselors are to help teachers effectively in career education, they simply must acquire a greater degree of competence in career guidance, counseling, placement, and follow-up. For all these reasons, the concept of the career education resource center serving as a "clearinghouse" for schools within a given community is much preferred over the concept that the center be a place to which students with career guidance problems be referred.

Whether or not this recommendation is sound depends, of course, as do several others made in this section, on the willingness of today's counselors to assume a greater interest in and responsibility for career guidance than many have exhibited in the past. This, of course, is a question to be answered by each of today's professional counselors on an individual basis.

V. Counselor Needs for Upgraded Professional Skills to Function Effectively in Career Education

Twelve persons--including 11 professionally prepared counselors and one career guidance resource specialist—with a combined total of 36 years of active participation in career education programs were asked the question, "What kinds of skills and knowledge do you feel you need in order to function effectively as a counselor in career education?" In less than an hour they were able to identify 10 areas of knowledge which, to them, represent current counselor needs for professional upgrading.

These twelve professionals did not agree unanimously on any one of the 10 areas. But they *were* unanimous in their feeling that the kinds of educational experiences they recommended should be provided for counselors over and beyond any other kinds of inservice education for

career education in which counselors participate with teachers.

The 10 areas:

1. Knowledge of Career Education. There is a need for counselors to study career education, no matter how much they now know about career development and career guidance. It was recommended that counselors be given an opportunity to study career education's nature, rationale, assumptions, and methodology—what it is, why it is needed, and how to do it.

2. Human Relations Skills. When asked to amplify this statement, these experienced counselors listed several areas, including: (a) communications skills, (b) salesmanship skills, (c) values clarification skills, and (d) decisionmaking skills. In each of these areas, a consensus existed that counselors seem to be expected to know much more than many do. There were many expressions of need for new knowledge in each area.

3. Social, Population, and Occupational Trends. Counselors are expected to know much more about these things than many do. Interest was expressed not only in acquiring new information regarding current facts for each of these three areas, but also in learning ways to keep up with new trend data as they emerge.

4. The All-volunteer Armed Forces. It was recognized that, with the advent of the all-volunteer armed forces, it is necessary to consider both educational and occupational opportunities in this sector of society as part of career guidance and career education. Considerable interest was expressed in learning more in this area than is now typically supplied to counselors by recruiting specialists from the various armed forces branches.

5. Knowledge of Career Education Materials. Many new commercially published career education materials are now flooding the market. Counselors are sometimes aware of their existence in time to make recommendations concerning their purchase, but report that, very often, they first discover the material after it has already been purchased for use in some teacher's classroom. They expressed a strong interest in and need to know more about such materials—their nature, rationale, and claims for usefulness so that they might make meaningful professional recommendations concerning their purchase.

6. Career Development and Human Development. Most of the counselors had seen the NVGA phrase, "career development is part of human growth and development." While it sounded good to them, they admitted they were not at all sure about what it means. Special interest was expressed in learning more about human growth and develop-

ment. Before the discussion ended, they made it clear that they also need to know much more about career development than many now do. A need exists in *both* areas.

7. Becoming a "Teacher of Teachers." While both willing and anxious to help teachers infuse career education in the classroom, the counselors expressed a great need to know more about how they can, and should, work with teachers. They felt strongly that it must be a mutual learning relationship with both counselor and teacher learning from each other. They know they cannot force teachers to learn from them. They are searching for new knowledge and expertise that will allow them to become more effective in this area.

8. The Free Enterprise System. Counselors experienced in career education expressed a strong need to know more about the business-labor-industry community and about the workings of the free enterprise system. They want to know much more about labor unions and the labor union movement than they know now. They also want to understand the meaning of the phrase "the free enterprise system."

9. Economics and Economic Trends. Counselors were especially interested in learning about the effects of economic changes on occupations and occupational opportunities as well as on educational patterns. They expressed the firm belief that economic education must be an important part of career education, but were not quite sure what "economic education" is.

10. Group Process Skills. Counselors experienced in career education report that they must do much more group work than they were doing prior to the advent of career education. They seemed united in their belief that they know a great deal more about how to work with students in a one-to-one than in a group relationship. In expressing this need, they emphasized that it is group process they need to know more about, *not* teaching techniques.

In discussing counselor need for upgrading in order to function effectively in career education, the topic of requiring school counselors to possess some bona fide work experience, outside the field of formal education, never came up. In a later seminar involving consultants from the business-labor-industry community, this topic was raised directly with them. The consultants, while not unanimous in their opinion, found clear consensus for a position *against* requiring school counselors to have work experience outside of formal education. Instead, they opted strongly for helping counselors make more effective use of business-labor-industry personnel as resource persons in career education.

Concluding Remarks

In this document, an attempt has been made to picture the school counselor as a key and pivotal person in career education. In preparing these remarks, heavy reliance was placed on consultative assistance provided by counselors experienced in career education efforts now going on at the K–12 level. The 12 practitioner consultants whose advice has been recorded are not greatly different from other school counselors in professional background or experience—only in the number of years in which they have been active participants in career education. Their thoughts, concerns, advice, and recommendations represent a very high degree of practical expertise, and should be valued and respected accordingly.

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